



# The Wendover Pre-School

Inspection report for early years provision

**Unique Reference Number** EY303606  
**Inspection date** 18 May 2006  
**Inspector** Jane Plested

**Setting Address** Memorial Hall, Wharf Road, Wendover, Aylesbury,  
Buckinghamshire, HP22 6HF

**Telephone number**

**E-mail**

**Registered person** The Wendover Pre-School

**Type of inspection** Integrated

**Type of care** Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

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## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Wendover Pre-School is run by a committee and has been open since 1969. It returned to and re-registered on this site at Wendover Memorial Hall in 2005. The pre-school has access to two halls and a corridor to care for children, plus a kitchen and toilet facilities. The group is situated in the village of Wendover in Buckinghamshire and serves parents from the local community and surrounding areas.

The pre-school is open from Monday to Friday from 09.00 until 12.00 term time only. The setting accommodates 29 children from two to five years. There are currently 38 children on roll. This includes 21 children who receive funding for nursery education. Children attend for a variety of sessions.

The pre-school has facilities to support children with special educational needs. There are six staff working with the children. Of these four are qualified to level 2 and a further two are qualified to a level 3 in child care and education. The setting receives support from the Local Authority and is a member of the Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children take part in some activities to support the development of their physical health within routine, for example, there is a twice-weekly physical education session. During these activities children use resources such as hoops, balls plus climbing and sliding equipment. This helps to strengthen their large muscles and develop co-ordination. At other times, they enthusiastically join in with movements to songs such as 'Head Shoulders Knees and Toes'. Overall, planning for children's physical development is somewhat limited, with activities often spontaneous rather than designed to cover the breadth of children's physical development needs. There is no outside area currently available to them. Occasional local walks provide minimal access to fresh air and outdoor exercise.

Children spontaneously follow good personal hygiene practice. They learn this through the well-planned daily routines, for example, hand washing ready for snack time. Practitioners allow children to develop independence by asking if they need help and provide equipment to support access to facilities such as small steps to the sink. Children competently wash their hands but practitioners do not talk to them about why they are doing this, for example, prior to sandwich making. Therefore, children do not learn about why food hygiene is important to their health.

Children's general health benefits from the good hygiene standards and practices within the pre-school. Toilets are clean and accessible, practitioners wipe the table tops regularly and the floor mopped if there are any spillages, demonstrating effective procedures to minimise infection amongst children.

First aid resources for children are suitable; five practitioners hold a current first aid certificate and are therefore confident to manage minor injuries to children. Procedures for obtaining parental agreements and administering medicine are good. Recording practice is generally satisfactory.

Children's snacks are healthy and very varied. These actively encourage them to develop healthy eating habits. Children select from and clearly enjoy options such as sliced vegetables, fresh and dried fruits, and on occasions make and eat sandwiches with a range of nutritious and healthy ingredients. There are effective systems in

place to protect children with special dietary needs to ensure they remain healthy. Children can access drinks at all times and can describe how they do this. They routinely receive drinks mid session, when they choose from water or milk. Consequently, children do not get thirsty.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children enter confidently into a clean and well-maintained environment; settling quickly into the relaxed atmosphere of the pre-school. Play areas have some posters and labelling to help provoke interest but displays of children's work are few. The vast majority of the wide range of toys and resources that children use are of good quality. Practitioners check they remain safe on a regular basis. They set out a good range of toys and equipment daily with children's easy access in mind so that children can develop independence and make choices.

Children's safety is a priority. Practitioners have a very good understanding of how to keep children safe. They minimise the risk of accidental injury to children through good use of equipment such as, socket covers, gates and heater guards. Practitioners share responsibility for managing the daily routine effectively and ensure children move around a quite confined environment safely. Daily checks of the premises ensure that setting remains safe for children to use, and a full risk assessment takes place annually, to highlight any new dangers to them. Both children and practitioners can describe the emergency drill and as a result, evacuation of the premises is prompt.

There are clear and effective procedures to maintain children's security, such as locked doors and careful monitoring during arrivals and departures. In addition, there are agreed emergency procedures for the collection of children by another adult. Practitioners are familiar with the child protection procedures and can confidently describe signs that would cause them concern. The pre-school maintains effective records of incidents. Practitioners have access to a detailed policy to support this area of their work. This good practice assures children's safety and well-being.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children benefit from the clear and familiar daily routine, which contributes to a strong sense of security. They receive warm welcomes daily and effective support from the key worker through transitions such as settling, moving on to school and during family problems, thus developing their self-assurance.

Children of all ages enjoy their time at pre-school and are keen to participate in both spontaneous and planned activities. They have free choice to access a good range of activities and resources during each session. As a result, children are busy and progressing. They concentrate well during activities and are attentive during stories and group time. Children move around the setting confidently. They know where to

access facilities, such as the toilets or the jug of water, developing strong feelings of self-assurance and independence.

Children are confident in their relationships with practitioners and peers. They play in small groups in the role play area and with resources such as 'Mobilo' as they construct towers. Children sit closely together in the book corner. As a result, they are developing skills for co-operation and negotiation as they successfully share resources.

## Nursery Education

The quality of teaching and learning is satisfactory. The provision for developing children's personal social and emotional development is good, and they are making satisfactory progress in other aspects of the curriculum. Practitioners have a secure knowledge of the Foundation Stage Curriculum and they all contribute to the planning process. Children experience a wide range of activities and key workers know their charges well. However, the planning shows no differentiation for individual children or subgroups and at times practitioners do not move children on in their learning. Some of the activities lack opportunities for extension. For example, children enjoy their role play but often lack resources to develop their ideas beyond dressing up. Resources and opportunities for children to develop technology skills are limited, as some equipment put out is not working properly resulting in a loss of interest. Planning for children's physical development receives insufficient thought. Practitioners do not always write down observations on children promptly, therefore, there is a risk of this information being lost. Children's developmental records are not up to date, so it is hard to monitor and assess each individual's progress and plan for their future learning and extension.

Children's learning benefits as practitioners provide first hand experiences. For example, during sandwich making they talk about shapes and children taste different foods. Alternatively, whilst blow painting they are encouraged to observe how colours mixing together make brown. Practitioners frequently use open-ended questions so that children have opportunities to think. They provide children with good role models; they are polite as they talk to them, addressing individuals by name and by using words such as please and thank you. They encourage children to think about the outcome of their actions and to develop good manners, consequently, children are learning good social skills.

The Special Educational Needs Co-ordinator has a clear understanding of her role and responsibilities. She gains support from Early Years Development and Childcare Partnership and generally works well with parents and a range of other professionals. Day-to-day practice in the pre-school is inclusive and children receive some effective support through strategies such as the frequent use of sign language by practitioners. However, the written records on children's progress are sketchy thus making planning for future learning difficult.

Children enter the pre-school confidently. They settle quickly and are interested in the activities, such as painting. Children help their peers to select and put on hats during role play, showing an interest in and sense of concern for others. They chatter to their friends and staff. They show dolls and other items they have brought to

pre-school to the adults they meet. Children show a sense of pride as they talk about their toys during 'show and tell', and are able to demonstrate strong feelings such as being happy. Children frequently use the book corner independently and in small groups with an adult. They hold and turn pages of books correctly, demonstrating a familiarity with them. Children sit and enjoy stories that practitioners read well, for example 'Captain Duck'. Practitioners often take opportunities to extend children's language by asking questions and introducing new vocabulary, for example, they explain the meaning of words such as 'infinity' to the whole group. Children experience little opportunity for name recognition within either the daily routine or equipment. There are no spontaneous writing resources set out and practitioners do not encourage children to name their work. As a result, practitioners limit this aspect of children's literacy development.

Children can count successfully in a group and those that are more able can competently count to nine. They learn concepts such as more or less than. Children can name simple shapes and learn about hexagons during group time. They are able to follow patterns as they thread beads to match a pattern to size, shape and colour. Children investigate the properties of water as they pour from a range of containers and observe it flowing through a water mill. They learn that adding water to paint will make it more fluid and suitable for blow painting. Children explore texture during hand painting as they slide paint over the paper to create effects. They experiment with different tastes as they make sandwiches with a range of fresh fillings and have access to food from around the world to celebrate different festivals.

Children move around indoors confidently but overall physical activity within the setting is limited. Children are learning to manipulate malleable materials such as clay or dough. They have access to a wide range of tools that they generally use well, however, practitioners sometimes fail to ensure children hold them correctly. Children enjoy a wide variety of painting activities. Most children know primary and some more complex colours, such as purple. They are beginning to learn the effect of mixing colours for example, during blow painting the manager points out when and how they make brown and purple. Children join in the movements and words of favourite songs and explore music during monthly 'Crescendo for Kids' sessions when a specialist teacher provides access to a range of instruments and resources to develop learning about sound and rhythm. Children act out familiar scenarios in the home corner and with role play resources, but a lack of planning for the development and extension of ideas in this area results in these activities being brief.

### **Helping children make a positive contribution**

The provision is good.

Children benefit from the pre-school's ability to provide an open and supportive environment. Families and staff from a range of ethnic backgrounds attend or work in the setting. Practitioners treat children with equal concern and the setting's practice is inclusive, for example several staff use sign language as well as verbal communication during activities. The support for children with special needs is generally good. Resources and practice often promote the development of children's independence, for example, the choice of foods at snack time or through provision of

equipment, such as steps. Children feel valued as practitioners establish individual needs through the detailed admission form so they are aware of any dietary or health concerns and any other issues to affect children's care. This contributes to developing a sense of self-worth and ensures that children receive the appropriate care.

Children develop positive attitudes about differences through access to a suitable range of toys, books and images. They take part in a range of activities to help them learn about different cultures, for example by celebrating a range of festivals, tasting foods from abroad and by staff sharing information about their home cultures. As a result, children learn about the wider world. Overall, the children's spiritual, moral social and cultural development is fostered.

Children behave well. Practitioners use an effective range of strategies to support their behaviour. They praise children frequently, offer stickers for special achievements and encourage children to understand the 'golden rules'. Children quickly respond to practitioners' requests for quiet, to listen and be attentive. They play together harmoniously with bricks and in the role play area. Practitioners deal with minor incidents such as sand throwing very well. Consequently, children know when they have done well through praise and acknowledgement and understand the consequences of any poor behaviour.

The pre-school has some good strategies for working in partnership with parents and carers. There is plenty of written information about the setting available to parents. Practitioners work closely with parents via the key-worker system, so there is good two-way communication. Parents say this enables the setting to meet the needs of their children successfully. Parents are encouraged to take an active role by helping during the session or by serving on the committee. A detailed complaints policy is in place and it is clear to parents what they should do if they have a concern but this does not yet take account of the latest changes to the National Standards. The partnership with parents of children receiving nursery education is satisfactory. Practitioners mainly share information on children's progress through discussion. Parents say they have not seen or contributed to their children's educational progress records so they have limited specific information on how to support their own child's learning and development regarding the Foundation Stage for Learning.

## **Organisation**

The organisation is satisfactory.

Children enter confidently into a generally well-organised pre-school that provides good levels of care and satisfactory education for children. There are developing systems in place for supporting staff practice and appraisal. Staff are interested in the children and they work well as a team. A positive partnership is developing with the committee. Children benefit from a well-planned routine and receive a warm greeting from practitioners as they arrive and as a result they feel secure. The setting is clean, safe, well maintained and warm. They have easy access to some good quality toys and furnishings. On the walls there are some posters and labels to provoke interest but there are few displays of children's work.

Children's care benefits from the appropriate appointment, induction and appraisal procedures. Good adult ratios and high levels of staff qualification result in children experiencing a good range of activities that they are interested in, so that they progress in their learning.

Leadership and management for the provision of nursery education are satisfactory. All practitioners are familiar with the Foundation Stage Curriculum. They all contribute to the planning process, which is satisfactory. However, a lack of a systematic approach to planning results in gaps in the curriculum. Plans also lack differentiation for children that are more or less able. The limited progress records of children in receipt of nursery education funding and with special needs means that practitioners do not always plan properly for the next stage of learning.

Children's care is set out in the policies and the appropriate written agreements with parents. However, the complaints policy does not yet take account of the latest changes to the National Standards. Practitioners generally maintain care records well, but the accident record sometimes lacks the required detail. All records are completed and stored confidentially. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection, the pre-school agreed to ensure that unvetted adults are not left alone with children. They also agreed to ensure that the contents of the first aid box complies with Health and Safety (First Aid) Regulations and to obtain written parental consent to seek emergency treatment. In addition, they agreed to ensure that healthy options are provided more frequently in the snacks and to make sure staff use meal times more effectively.

The manager confirms that she ensures that unvetted staff do not work alone with children. She states that this information forms part of the induction process, so that new staff are aware of this. This practice contributes positively to the protection of children. Effective checking procedures are now in place for ensuring the first aid box has appropriate contents. Therefore, practitioners have the resources to treat minor injuries to children. Parents complete a written consent form allowing the pre-school to seek emergency treatment. This agreement forms part of the admission procedures so that parents agree to the steps staff will take to care for children in the event of an accident. Children's health benefits as the pre-school provides healthy snacks daily. Practitioners use snack time to talk with children about their snacks, discussing for example, which fruit they like to eat, or where and when tomatoes grow. This contributes to creating a more pleasurable experience for children.

At the last education inspection, the pre-school agreed to improve systems for supporting children for whom English is an additional language and to provide opportunities for children to become familiar with, and recognise simple written words in everyday activities. They also agreed to improve opportunities for children to have access to information and communication technology and programmable toys.

Children are beginning to become familiar with simple written words through some



labelling around the room and within books. Consequently, children are starting to learn words carry meaning. There are currently no children with English as an additional language attending the setting but to aid the integration of those with special needs, the use of sign and pictorial communication is in practice. A poster of welcome in a variety of languages is on display and children have some occasional access to books in other languages such as German. Children lack opportunities to read their own names in the setting, so this continues as an area for improvement for the pre-school. Children's access to information and communication technology and programmable toys remains rather limited. Some of the resources are not working, resulting in children being unable to complete the activities they select, for example, a broken 'Leap Pad' results in frustration and a loss of interest by a child. This too remains an area for further development.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- build on children's knowledge of how to keep healthy and develop further the planning for their physical development
- make sure all relevant details are always recorded in the accident book and update the complaints procedures to demonstrate how they comply with the latest changes to the regulations as set out in the Addendum to the National Standards.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered

person should take account of the following recommendation(s):

- develop more systematic evaluation and record keeping procedures so that activities can be planned to move children on in their next steps for learning
- provide parents with greater access to children's progress records and develop methods to allow them to contribute to these
- provide opportunities for children to write spontaneously, to name their work and recognise their names
- provide children with more effective access to information technology, programmable toys and real equipment.

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